

**STUDENTS' ERROR IN USING SIMPLE PRESENT TENSE IN
WRITING REPORT TEXT AT SECOND SEMESTER OF
ELEVENTH GRADE AT SMA NEGERI 4 PAGARALAM
SOUTH SUMATRA IN ACADEMIC YEAR OF 2018/2019**



**A THESIS
Submitted as a Partial Fulfillment of
the Requirements for S1- Degree**

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ABSTRACT

STUDENTS' ERROR IN USING SIMPLE PRESENT TENSE IN WRITING REPORT TEXT AT SECOND SEMESTER OF ELEVENTH GRADE AT SMA NEGERI 4 PAGARALAM SOUTH SUMATRA IN ACADEMIC YEAR OF 2018/2019

**By
Juwita Dwi Utami**

Constructing English sentence needs some important rules, called grammar. One of the grammars components that has to be learned and mastered by the Indonesian students as the English language learners is tenses. One of the tenses is Simple present Tense. But the students in SMA Negeri 4 Pagaralam South Sumatera have the problems in Simple Present Tense. So, the researcher used writing report text to know the errors that made by the students. Therefore, the objective of this research was to find the types of grammatical errors in simple present tense in writing report text made by eleventh grade students in SMA Negeri 4 Pagaralam South Sumatera and the cause why many students made the errors.

The design of this research used qualitative research. The subject of the research was the students of eleventh grade at second semester in academic year 2018/2019 of SMA Negeri 4 Pagaralam South Sumatera. The sample of the research was XI MIPA 5 because the number of the students more than other classes. In this research, researcher took the documentation from the teacher and analyzed the result of the students' work in writing report text by using surface strategy taxonomy. The researcher also conducted interview to the students to know about why many students made errors.

After checking the students' result of writing report text, it was found that there were 27 items of omission errors, 2 items of addition errors, 31 items of misformation errors, and 4 items of misordering errors. The researcher also found some causes of errors. It was Intralingual causes, namely; errors caused by overgeneralization, errors caused by ignorance of rule restriction, errors caused by incomplete application of rules and errors caused by false concept hypothesized .

**Keywords : Error Analysis, Simple Present Tense, Writing Report Text,
Qualitative Research**



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Hereby, I state this thesis entitled “Students’ Error In Using Simple Present Tense in Writing Report Text at Second Semester of Eleventh Grade at SMA Negeri 4 Pagaralam South Sumatra in Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ.....

Oh no soul doth Allah place the burden greater than it can bear. (QS. Al-Baqarah : 286)¹

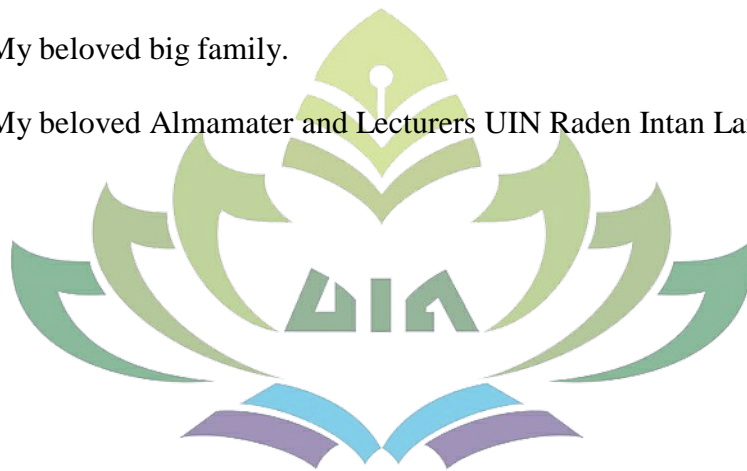


¹ Recite Quran Surah Al-Baqarah in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/Al-Baqarah/>

DEDICATION

This thesis is dedicated to:

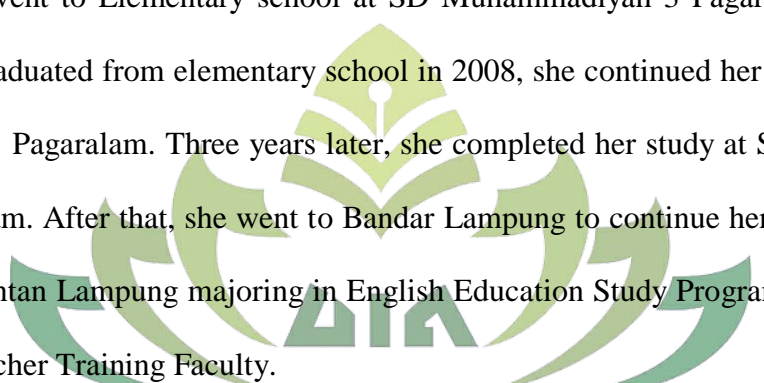
1. My beloved parents, Mr. Eteh and Mrs. Rismawati always pray for my success and give me motivation and support to study hard until now. I love them very much.
2. My beloved older and younger sisters, Liza Agusta, S.Pd and Sinta Febriyanti.
3. My beloved big family.
4. My beloved Almamater and Lecturers UIN Raden Intan Lampung.



CURRICULUM VITAE

Juwita Dwi Utami was born in Pagaram South Sumatra on 4th of June, 1997. She is the second child from three children of Mr. Eteh and Mrs. Rismawati. She has older and younger sisters, they are Liza Agusta, S.Pd and Sinta Febrianty.

Juwita joined kindergarten at Aisyiyah 1 Pagaram South Sumatra 2002. Juwita went to Elementary school at SD Muhammadiyah 3 Pagaram in 2003. After graduated from elementary school in 2008, she continued her study in SMP Negeri 1 Pagaram. Three years later, she completed her study at SMA Negeri 4 Pagaram. After that, she went to Bandar Lampung to continue her study in UIN Raden Intan Lampung majoring in English Education Study Program of Tarbiyah and Teacher Training Faculty.



The Researcher

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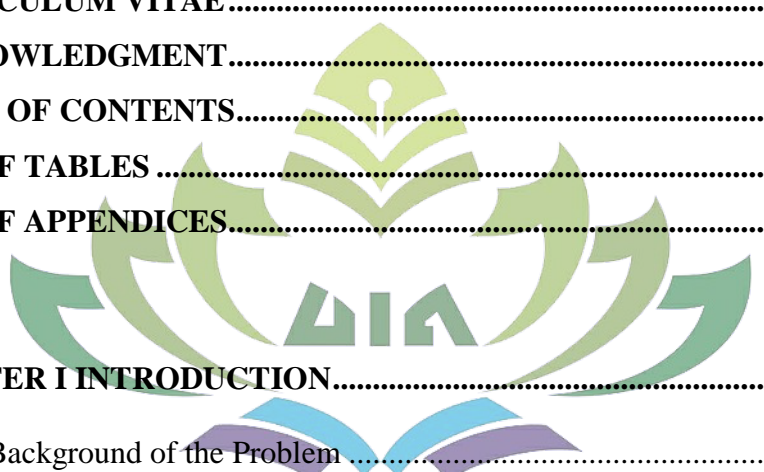
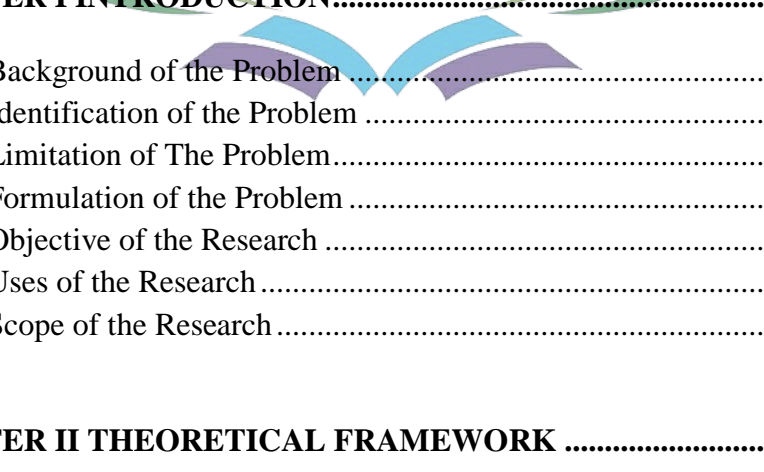
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9. My beloved friends of PBI A 2015 who always give motivation on completing this thesis.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2019
Researcher,

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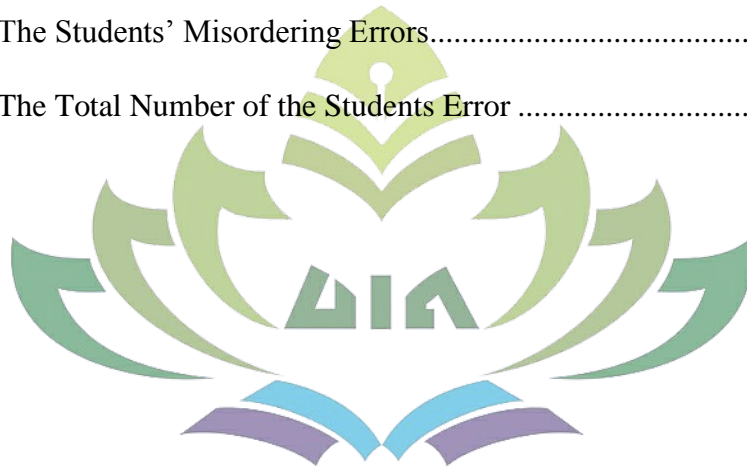
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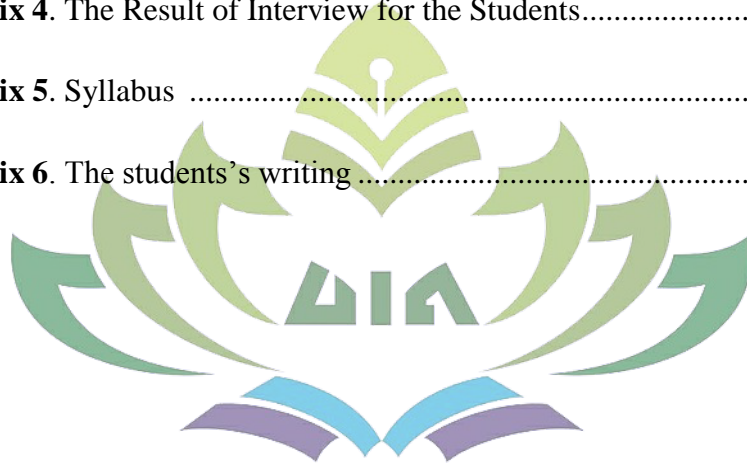
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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesian schools, English is taught as a compulsory subject. It is taught in formal level from elementary to university. Learners are aware that mastering English, especially its structure is not easy. Constructing English sentence needs some important rules, called grammar. The students who want to master English well should understand better the English grammar.

According to Lock, Grammar as a resource for making and exchanging meaning, it is necessary to explore what might be meant by meaning.¹ Brown also argues that grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to learn for the Indonesian students. In tenses, the language learners or the writers have to combine and relate some parts of grammar, like subject, adverbs, articles, auxiliary verbs, objects, adjectives, verbs, conjunction and so forth.²

One of the grammars components that has to be learned and mastered by the Indonesian students as the English language learners is tenses. There are sixteen tenses divisions in English language with their own

¹ Graham Lock, *Functional English Grammar* (Cambridge : Cambridge University Press, 1996), P.8

² Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nded) (New York : Addison Wesley Longman, 2001)

complexity on specific verb form changes and uses in sentences or utterances. Simple present tense is one of the English tenses which is usually used by the English language users both in speaking and writing.

The simple present expresses daily habits or usual activities, general statements of fact, and used for events or situations that exists always, usually or habitually in the past, present, and future.³ Simple present tense relates to the daily activities and to talk about the general truth. The simple present tense is the tense that has specific characteristics. These characteristics can be seen from the function and the form of the simple present tense. The function of the simple present tense is to show about the daily activities and general truth and to show time table as well.

Based on the preliminary research by interviewing Mrs. Nur Asiah, M.Pd as the English teacher of eleventh grade students of SMA Negeri 4 Pagaram South Sumatra about the students capability in mastering English, the teacher said that the students still confused about the rules of simple present tense and made errors. The students did not pay attention to the rules of simple present tense. The students still constructed English sentences by using Indonesian rules. And the students got difficult to express and develop their idea to write the such as writing some sentences.⁴ Because of that, the students should pay attention to the rules in simple present tense before writing a sentence or paragraph.

³Betty S Azar, *Understanding and Using English Grammar (3rd Edition)* (New York : Pearson Education, 1999), p.2

⁴ Nur Asiah, M.Pd. *The English Teacher at SMA Negeri 4 Pagaram South Sumatra*, an interview. unpublished

In learning English, it is common that students make mistakes or errors both in spoken and written form. Writing as a process of transferring the word that comes from our mind effectively, we can work up to what we really want to say and write.⁵ From four macro skills, writing is the most difficult. Nunan states that it is true that writing is commonly a difficult activity for most people, both in mother tongue and in a foreign language. It is because the writing skill requires capabilities more than other language skills and it needs a special preparation. Writing is clearly a complex process.⁶ Writing usually associated with the text, one of them is report text.

According to Linda, Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.⁷ While, Hyland says that social purpose of report text is to present factual information, usually by classifying things and then describing their characteristic.⁸ The one of language features of report text is simple present tense. Information of report text usually contains about the facts and describing about the characteristics, it is as well as the function of simple present tense. That is why the research chooses report text to know about the students ability in simple present tense. The

⁵ Douglas Brown, *Basic Writing second edition*. (New Jersey: Upper Saddle River, 1991), p.135

⁶ David Nunan, *Language Teaching Methodology* (New York: Prentice Hall, 1991), p.91

⁷ Linda, et.al, *Making Sense of Functional Grammar* (Australia : Geed, 1995) p. 196

⁸ Hyland, *Teaching and Researching Writing* (London : Pearson Education Limited, 2002), p. 63

research wants to analyze the students' error in report text by using verbal and nominal forms in simple present tense.

According to Corder error that the students make when they learn a language is very common. It signals that the students are on stage of internalizing the rule of the language.

Many factors make the learners unable to master English and often make errors. Generally, one of the factors causes the learners inability to master English is the learners own selves' motivation. Purwanto categorizes two factors affecting a process of study; those factors are *individual factors* consisting of growth, intelligence, practice, and motivation, and *social factors* consisting of a condition of family, teacher's teaching techniques, instruments used in the teaching-learning process, and environmental.⁹

The students think that English structure sentences are the same as Indonesian's. In fact they are very different. Therefore it is very important for students to master grammatical rules. As mentioned by Ur " A learner who know grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms".¹⁰

There was previous research done by the researcher related to simple present tense in writing. The research was conducted by Laela Hayati

⁹ M. Ngalim Purwanto, *Psikologi Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2011), p. 102.

¹⁰ Penny Ur, *Grammar Practice Activities* (Cambridge : Cambridge University Press, 1988), p.4

Rohma “ An Error Analysis of Using Simple Present Tense in Descriptive Text Written by Tenth Grade Students of Man 1 Surakarta Academic Year 2015/2016”. She concerned on the students’ writing error in grammar and characteristic of descriptive text. the result of her research focused on the students’ writing error in grammar, characteristic of descriptive text, the frequency of its type students writing errors and the sources of students’ writing errors.¹¹

Although the previous research and the present research had the same field, about writing errors but it had some differences. The differences were first, the previous research focused on writing descriptive text then in this research concerned on writing report text. Second, the previous research had been done in Man 1 Surakarta but the present research had been done in SMA Negeri 4 Pagaralam South Sumatra.

Based on the problems above, it encouraged the researcher in analyzing how far the students can comprehend English grammar about simple present tense in writing report text. In this case this research would like to find out the types of grammatical error and the factors that causes the error in writing report text of simple present tense which are made by Students in SMA Negeri 4 Pagaralam South Sumatra in eleventh grade.

Therefore, the researcher formulated the topic in this thesis with the title **“Students’ Error in Using Simple Present Tense in Writing**

¹¹ Laela Hayati Rohma, *An Error Analysis of Using Simple Present Tense in Descriptive Text Written by Tenth Grade Students of Man 1 Surakarta Academic Year 2015/2016*. Research Paper (Surakarta: Institut Agama Islam Negeri Surakarta)

**Report Text at Second Semester of Eleventh Grade at SMA Negeri 4
Pagaram South Sumatra in Academic Year of 2018/2019.”**

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems as follows:

1. The students were still confused about the rules of simple present tense and the students did not pay attention about the rules.
2. The students still constructed English sentences by using Indonesian rules.
3. Students got difficult to express and develop their idea to write the such as writing some sentences.
4. The students were still making errors in using simple present tense in their writing report text.

C. Limitation of The Problem

In this research, the researcher focused on the students's error in using simple present tense especially in using verb in writing report text at second semester of eleventh grade at SMA Negeri 4 Pagaram South Sumatra in academic year of 2018/2019.

D. Formulation of the Problem

Based on the background of study above, the researcher identified the problems into two points. They were:

- a. What were the types of grammatical errors in using simple present tense in writing report text made by the students of eleventh grade in SMA Negeri 4 Pagaram South Sumatra?
- b. What were the factors that causes the error to occur?

E. Objective of the Research

As the researcher has stated in the formulation of the study, the objective of this study was to find the types of grammatical errors in simple present tense in writing report text made by the eleventh grades' students in SMA Negeri 4 Pagaram South Sumatra, and the cause why many students made the errors in using the tenses.

F. Uses of the Research

There were some uses of this research, they were:

1. Theoretically

This research can be used to give information about students's error in using simple present tense in writing report text at second semester of eleventh grade at SMA Negeri 4 Pagaram South Sumatra in academic year of 2018/2019. This research can be the reference to another researcher who wants conduct the same field of the research.

2. Practically

a. The teacher

Teachers will know the errors that are usually made by the students in using simple present tense in writing report text. Teacher will be able to predict the errors that probably will happen to the students so that they will be able to overcome it.

b. The students

The result of this research could stimulate and motivate the students in learning simple present tense. The researcher hopes their english skills better than before.

c. The other researchers

It can be useful reference for the other researchers who want to study about simple present tense in writing report text further. It can also be a reference in conducting similar research in the next time.

d. For the reader

This research is expected to improve the reader's knowledge about using simple present tense in writing report text.

G. Scope of the Research

1. Research Subject

The subject of the research was the students in eleventh grade of SMA Negeri 4 Pagaralam.

2. Research Object

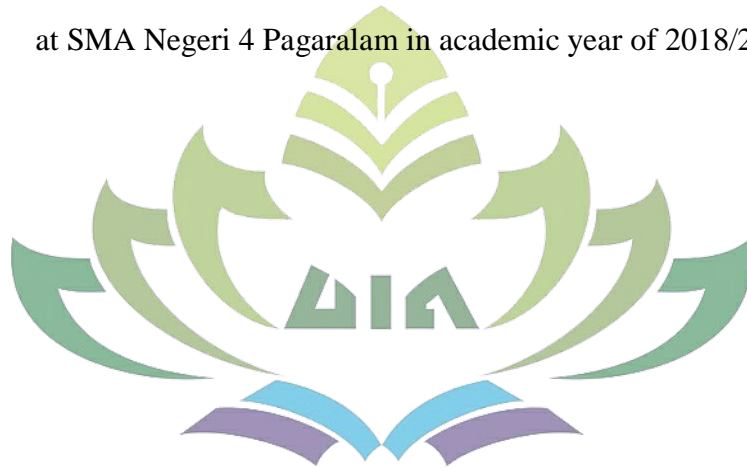
The object of the research was students' error in using simple present tense in writing report text.

3. Research Place

The research has been conducted in eleventh grade of SMA Negeri 4 Pagaram, Kota Pagaram, South Sumatera.

4. Research Time

The research has been conducted at second semester of eleventh grade at SMA Negeri 4 Pagaram in academic year of 2018/2019



CHAPTER II

THEORETICAL FRAMEWORK

A. Writing Concept

1. Definition of Writing

The one way to communicate with other people besides speaking, reading, and listening is writing. Writing as process of transferring the word that comes from our mind effectively, we can work up to what we really want to say and write.¹² North states, Writing is system of human intercommunication by visible marks.¹³ According to Hornby, Writing the sense of the verb 'write', write is to make letters or other symbols on a surface especially with a pen or a pencil on a paper. It can be said that writing is to form letters, words, or symbols on a surface such as paper with an instrument such as a pen.¹⁴ Harmer states, Writing is a media of communication through writing message.¹⁵ We can say that In written communication, written signs or symbols are used to communicate. Based on the opinions above, we can concluded that writing is an activity to expressing the ideas and informations from letters, words, or symbol that are written by hand or typing.

¹² Douglas Brown, *Basic Writing second edition*. (New Jersey: Upper Saddle River, 1991), p.135

¹³ Winfried North, *Handbook of Semiotik* (Indiana University Press, 1995), p. 259.

¹⁴ Hornby, *Oxford Advanced Learner's Dictionary of Current English* 1995, p.137.

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (Edinburgh: Pearson Education Limited, 2007), p. 213

2. Aspects of Writing

According to Spratt, Pulverness and Williams, writing involves two subskills, i.e. accuracy and having a message. Accuracy means using correct forms of language. Writing accurately also involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraph correctly.¹⁶

In short, writing is not only about accuracy, but also having a message and communicating it to other people successfully. To deal with this, students need to have ideas, organize them well and express them in an appropriate style. In addition, a good writing conveys a meaning to the readers. It is like a bridge that communicates message to others.

Meanwhile, Heaton states that there are five aspects of writing process that have to be considered to make the researchers successful in their writing:

1. Content refers to the substance of writing, the experience of the main idea. It is identified by seeing the topic sentence. The topic sentence should express main idea and reflect the entire of paragraph.
2. Organization refers to the logical organization of the content (coherence). It is related to ideas that stick together so that the ideas run smoothly within the paragraph.

¹⁶ Mary Spratt, Alan Pulverness, Melanie Williams, *The Teaching Knowledge Test Course* (Cambridge : Cambridge University press, 2015), p. 26

3. Vocabulary refers to the selection of words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.
4. Language refers to the use of correct grammatical form and syntactic pattern. It is identified from the construction of well-formed sentence.
5. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within paragraph.¹⁷

3. Process of writing

Here, the process of the writing according to Sundem :

1. Prewriting

Prewriting is the first step of writing process. In this step author should generate ideas and put their thoughts in order. “Researchers such as Matsuhashi have found that as writing tasks become more complex and as more abstract thought is required, so too do experienced writers require more time to plan their writing.”

2. Writing

It is the next step in writing process. In this step the author should expand the general ideas that have been done in prewriting step. The point in this step is to get the thoughts down on the paper. The ideas can be rearranged, added and edited later on revising step.

¹⁷ Heaton, *Writing English Language Test : Longman Handbooks for Language Teachers (3rd ed)* (New York, NY : Longman, 1990), p.135

3. Revising

Revising is the final step in writing process. Revising is often neglected in the writing process. Sometimes, students and teacher feel that they have already written the paper and it is enough. But, revising has the greatest potential for learning. While students revising, they learn techniques to make their writing better techniques they can apply the next time they draft. Students will see “before” and “after” versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing.¹⁸ In revising a text, it would be better if these components checked, they are language in use (grammar, vocabulary), punctuation, spelling, content, etc.¹⁹

Harmer states the writing process involves four stages: First, the writer plans what they are going to write. Second, the writer organizes and develops a sustained piece of writing. Third, the writer reads and reflects what he wrote, seeing problem with initial thoughts and refining them into more complete thoughts. Fourth, the writer produces a finished version of his work.²⁰

In conclusion, writing process is one of important parts to be done by the writer. So, for the teachers, they have to convince the students’ actually writing is a process. Therefore: to make a good writing, the students have to apply the stages of writing started above.

¹⁸ Garth Sundem, *Improving Student Writing Skill* (USA: Shell Education, 2006), p. 43

¹⁹ *Ibid*, p.55

²⁰ Jeremy Harmer, *How to Teach Writing* (Essex: Pearson Education Limited, 2004), p. 4

B. Error and Mistake Concept

1. Definition of Error

There are many definitions of errors as stated by some Linguists. Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.²¹ Erdogan, the research assistant of Mersin University Faculty of Education points out that Errors were considered as being the result of the persistence of existing mother tongue habits in the new language.²² Brown also defined error as a noticeable deviation from the adult grammar of the native speaker, reflects the competence of the learner.²³ Furthermore, John Norrish states about the error that Let us call a systematic deviation, when a learner has not learnt something and consistently gets it wrong, it is an error.²⁴ Richard states in relation to the speech or writing of a second a foreign language learner states that the use of linguistics item (e.g. a word, a grammatical item, a speech act, etc) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.²⁵

²¹ Heidi Dulay, et al, *Language Two* (New York: Oxford University Press, 1982), p. 138

²² Endorgan, Contribution of Error Analysis to Foreign Language Teaching. *Mersin University Journal of the Faculty of Education*, Vol.1, Issue 2, December 2005, p. 261-270

²³ Brown, *Principles of Language Learning and Teaching*, 4th ed., (New York: Longman, 2000), p.217

²⁴ Ratna, *Error Analysis on Tenses Usage Made by Indonesian Students*, Makassar Tourism Academy Journal of Education and Practice, Vol.4, No.6, 2013, p.159

²⁵ *Ibid*, p.159

Based on definition above, we concluded that errors are an evidence of the deviation of the language. The deviations which occur in language learning because the learners make deviation rules of target language. The dedications are in speech and writing. Error is an unacceptable perormance of the student's work which find regularly and they cannot self corrected their own mistake.

2. Definition of Mistake

James states that a mistake is generally caused by performance factors, such as limitation of memory or forgetfulness, tiredness or some situation of stress or uncertainty or when our attention is divided. Native speakers usually can recognize their own mistakes and they can be corrected by the learner himself if he or she concentrates or pay attention to it.²⁶

Moreover Brown also explains that a mistake refers to a performance errors that are either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and the second language situation. These hesitations, slips of tongue, random ungrammaticalities, and other performance lapse in native speakers" production also occur in the second language speech. Mistakes, when attention is called to them, can be self-corrected.²⁷

²⁶ Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (London: Addison Wesley Longman Limited, 2013), p. 78

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed (New York: Longman, 2000), p.257

From definitions above, we can concluded that mistakes caused by performance factors, such as limitation of memory or forgetfulness, tiredness or some situation of stress or uncertainty or when our attention is divided and Mistakes, when attention is called to them, can be self-corrected.

3. Differences between Error and Mistakes

It is necessary for distinction between error and mistake because both are different. Ellis explores that errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.²⁸

According to Erdogan, mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the student does not know what is correct, and thus it cannot be self-corrected.²⁹

According to Corder (as cited in Jabben et al), the learners learn the second and foreign language in the same way, to some extent, as the children acquire their first language. While acquiring their first language,

²⁸ Norrish, *Language Learners and Their Errors*, (London: The Macmillan Press, 1983), p.7

²⁹ Vecide Erdogan, "Contribution of Error Analysis to Foreign Language Teaching". *Mersin University Journal of the Faculty of Education*, Vol. 1, Issue 2, December 2005, pp. 261-270, p. 263

children also make a lot of errors and mistakes. Corder made a distinction between the error and mistake. The difference is listed below:

1. Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected.
2. Mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Learners have the knowledge of the correct linguistic form and they can self-correct themselves on the basis of their linguistic knowledge.³⁰

Based on the explanation above it can be concluded that a mistake referring to poor performance of language of the learner in learning second language. The mistake made because of self-correct on the basis of their linguistic knowledge. While, an error is the result of incomplete learning and linguistic incompetency of the learners. Errors cannot be self-corrected. Error is the use of linguistic items in a way that a fluent speaker or native language learning take it as showing damaged or incomplete.

C. Error Analysis Concept

1. Definition of error analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To

³⁰ Aqsa Jabeen, "The Role Of Error Analysis In Teaching And Learning Of Second And Foreign Language". Education And Linguistics Research Vol. 1, No. 2, September 2015. ISSN 2377-1356, p. 53

solve this problem, one of the strategies widely used by linguist is error analysis. Brown says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher. Error analysis will show teachers some problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students' errors.³¹

The teacher will also gain information concerning learner's difficulties at different levels. Such information is important for the planning of courses and the constructions of the teaching materials. Dulay states that error analysis can be characterized as an attempt to account for learner's errors that could not be explained or predicted by contrastive analysis or behaviorist theory. In addition, he stated that people cannot learn language without first systematically committing errors.³² This statement is supported by Brown that making errors is human. It is obviously common to human being to make mistakes in the process of learning.³³

According to Corder and colleagues (as cited in Katharina), Error analysis was an alternative to contrastive analysis. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although its more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the

³¹ Brown, *Principles of Language Learning* ... p.166

³² Dulay, et al, *Language Two*. p. 141

³³ Brown, *Principles of Language Learning* ... p. 164

rules of the new language.³⁴ For oral expression, errors of the target language learners refer to those features of the learner's utterances which differ from those of any native speaker. For written expression, on the other hand, errors of the target language learners in translation and in tests of free production (i.e. composition in second/foreign language) refer to those grammatical structures and lexicon which differ from those of the native speaker of the target language. Error analysis can be a process to examine and analyze language learners' errors both in the oral and the written production in target language.

2. Classification of Error Analysis

Error actually cannot be separated from language learning. It happens in speech as well in writing. Therefore, some linguists are encouraged to study about errors made by the language learners as follows:

1. Surface Strategy Taxonomy

This taxonomy shows the cognitive process that underlies the learners' reconstruction of the new language learned. Sometimes the learners omit necessary item, add unnecessary ones, misformation and disordering this items. So that, analyzing errors based on this taxonomy enables the researchers to identify the cognitive process that underlies the learners' reconstruction of the new language learned. According to Dulay, the types of errors,

³⁴ Katharina Rustipa, *Contrastive Analysis, Error Analysis, Interlanguage and the Implication to Language Teaching*. Stikubank University (Unisbank) Semarang, Jurnal Pengembangan Humaniora Vol. 11 No. 1, April 2011, p.18

which belong to surface strategy taxonomy are omission, addition, misformation, and misordering.

These types of errors are considered as the inevitable consequences of language learning. They are in fact part of a learning process and may provide valuable insight into the language learning process. Politzer and Ramirez introduced their classification as follow:

The classification of error in this study is based on surface strategy taxonomy. Dulay state that the learner may omit necessary item and add unnecessary ones from their writing or speaking. They also may misform items or misorder them. In this case, surface strategy taxonomy describes the ways syrface structures are alerted. Furthermore, Dulay classifies the errors based on surface strategy taxonomy as omission, addition, misformation, and misordering.³⁵

a. Omission

This error is categorized by the absence of an item that must appear in a well formed utterance. In this case, some types of morphemes are omitted more than others. For example:

I doing the homework in my house.

³⁵ Heidi Dulay, *Language Two*, p.147

In *this* sentence *above*, the auxiliary *am* is omitted.

The correct form is

*"I am doing the homework in my house".*³⁶

b. Addition

The error is characterized by the presence of an item that must not appear in a well-formed utterance. There are three kinds of addition:

- a) Double marking is an error in which the addition appears twice in the same feature. For example: *she did go to the market* (the auxiliary *did* is unnecessarily used).
- b) Regularization is an error made by applying a regular rule to utterance, which requires special rules. For example: *the flowers are putted outside the house* (the past form of the verb *put* is *put*, not *putted*).
- c) *Simple addition* is the errors that do not belong to double marking and regularization. For example: *I will be waiting for you in here* (the preposition *in* is never used when we say *here*).³⁷

³⁶ *Ibid*, p. 154

³⁷ Heidi Dulay. *Language Two*. New York: Oxford University Press. 198., p .146

c. Misformation

Misformation error is characterized by the use of wrong form of the morpheme or structure. There are three kinds of misformation error, they are:

- a) Regularization Errors is an item in which a regular marker is used in an irregular one. For example: child for children.
- b) Archie forms. The selection of one member of a class of forms to represent others in the class is common characteristic of all stages of tenth language acquisition. For example: that cat for those cats.
- c) Alternating forms. The students know more about various members of a class of words and the different usages among them. However, this fact sometimes makes them confused in its usages correctly. For example: *I have saw them for I have seen them.*³⁸

d. Misordering

This error is categorized by the incorrect placement of a morpheme or a group of morphemes in an utterance.³⁹ For example: *where you are going?* (The word order is confusing. It should be *where are you going?*).

³⁸ *Ibid*, p. 158

³⁹ *Ibid*, p. 162

2. Comparative Taxonomy

This comparative taxonomy classifies the errors in which it is based on comparison between the errors on the target language and other structure. There below are four kinds of errors in this taxonomy.

3. Linguistic Category Taxonomy

This linguistic category taxonomy classifies errors according to the language component on the particular linguistic constituent that the error effect. The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). Meanwhile, Constituent include the elements that comprises each language component. For example, within syntax one may ask whether the error is the main subordinate clause; and within a clause, which constituent is affected, such as the noun phrase, the preposition, the verb phrase, the auxiliary, the adverb, the adjective and so forth.

4. Communicative Effect Taxonomy

Different from the other taxonomy. Communicative Effect Taxonomy classifies errors from the perspective of their effect on the listener and the reader. It focuses on distinguishing between

errors that seem to cause miscommunication and those that do not. For example, global and local errors.⁴⁰ Beside on the classify error, this study use type of error surface strategy taxonomy; omission, addition, misformation, and misordering, communicative effect taxonomy; global and local errors and comparative taxonomy; Interlingual and intralingual transfer.

In this research, the researcher used surface strategy taxonomy to analyse the students errors in using simple present tense in writing report in eleventh grade's students.

3. The Causes of Errors

According to Richards (as cited in Ratnah), the causes of errors which are viewed from intralingual causes can be divided into four kinds. They are:

a. Over-Generalization

Richards says that learners usually refer to their previous knowledge in a new situation. It means that in applying the rules of the target language, they generalize the rules based on their previous understanding to produce other sentences. Therefore, over-generalization deals with deviant structures produced by the learners by using their previously acquired rule when they construct a new form of sentences. For example, the result of

⁴⁰ Heidi Dulay. *Language Two* (New York: Oxford University Press. 1982) , p.163

defiant structure in the sentence “*she takes a bar of chocolate*” is influenced by “*I take a bar of chocolate*”. The omission of the third person *-s* in the verb *take* showed that over-generation occurs in the sense that learners regard as all personal pronouns have the same zero verbal ending in the present tense. They do not notice that the third singular person ends with *-s/-as* for the present tense verb.

b. Ignorance of Rules Restriction

The second cause of errors is still related with over-generalization. In this case, learners disobey the restrictions of existing structures, so that, the application of rules to contexts where they do not apply. According to Richards, ignorance of rules restriction is the learners’ failure to observe the restriction of existing structures.

For example: *Both Tika is beautiful and Adinda is beautiful girl.*

The correct form is *both Tika and Adinda are beautiful girls.*

c. Incomplete Application of Rules

According to Richards, the occurrence of deviancy structure represents the degree of development of the rules required to produce acceptable utterances. For example: the creation of a question “*how long it takes?*” Here the learners omit the auxiliary

does to form a question. The correct form is “*how long does it take?*” Therefore, the learners do not complete the rules in applying them to produce acceptable sentences.

d. False Concept Hypothesized

Another source of errors, which are potentially developed, is derived from faulty comprehension of the rule distinction in the target language. In this case, learners usually misinterpret the use of certain structures of the target language. They may not know the distinctive function of certain structures of the target language.⁴¹

4. Step in Analyzing Errors

According to Ellis, the procedure for analyzing errors includes five steps, there are:

a. Collecting of a sample of learner's language

Most samples of learner language which have been used in error analysis include data collected from many speakers who are responding to the same kind of task or test. Some studies use samples from a few learner that are collected over a period of weeks, months, or even years in order to determine pattern of change in error occurrence with increasing L2 exposure and proficiency.

⁴¹ Ratna, *Error Analysis on Tenses Usage Made by Indonesian Students*, Makassar Tourism Academy Journal of Education and Practice, Vol.4, No.6, 2013, p. 161-162

b. Identification of errors

The first step in the analysis requires determination of elements in the sample of learner language which deviate from the target L2 in some way. The identification of error involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context.

c. Description of errors

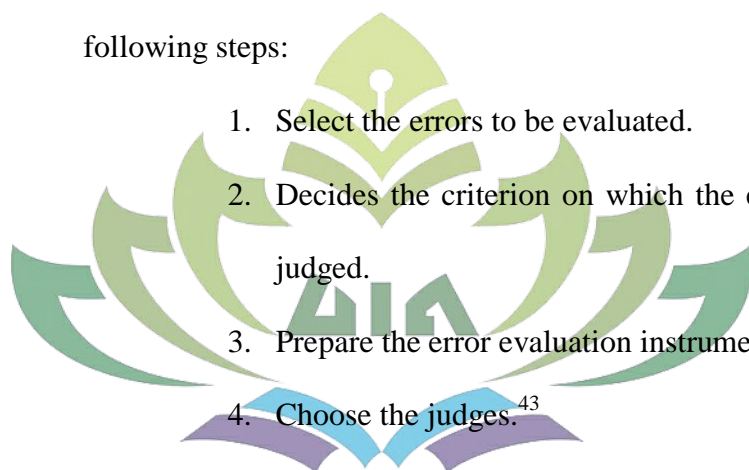
The description of errors involves specifying how the forms by the learner differ from target form. For purposes of analysis, errors are usually classified according to language level (whether an error is phonological, morphological, syntactic, etc.), general linguistic category (e.g. auxiliary system, passive sentence, negative construction), or more specific linguistic elements (e.g. articles, prepositions, verb form).

d. Explanation of errors

Accounting for why an error was made is the most important step in trying to understand the processes of SLA. Two of the most likely causes of L2 errors are interlingual and intralingual factors.

e. Evaluation of errors

This step involves analysis on what effect the error has on whoever is being addressed according to Ellis, the design of error evaluation studies involves decision on who the addresses (e.i. the judges) will be, what errors hey will be asked to judge, and how they will asked to judge them.⁴² Moreover, in the evaluation of errors the teacher may asks the addressees of error try to correct the error by themselves. There evaluation of errors includes the following steps:

- 
1. Select the errors to be evaluated.
 2. Decides the criterion on which the errors are to be judged.
 3. Prepare the error evaluation instrument.
 4. Choose the judges.⁴³

D. Grammar concept

Ur said that: “Grammar is sometimes defined as the way words are put together to make correct sentences”. This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English “I am a student” is grammatical; “I a student” and “I are a student” are not.⁴⁴

James E. Purpura stated in his book *Assesing Grammar*: “Grammar is

⁴² Ellis, *op, cit.*, p.256.

⁴³ Rod Ellis and Gary Barkhuizen, *Analyzing Learner Language* (New York: Oxford University Press, 2005), p. 57

⁴⁴ Penny Ur, *A Course in Language Teaching*, (Melbourne: Cambridge University Press, 1996), p. 75

defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.”⁴⁵

Brown states that grammar is a system of rules governing the conventional arrangement and relationship of a word in a sentence.⁴⁶ By the rules of learning grammar will help the readers or listeners understand the sentence in utterance that the writer or speaker produced. Understanding the grammar is very important for students because it is one of the elements in English material. By mastering grammar the students know how to make good sentence and understand what people think about everything either spoken or written form.

E. Simple Present Tense Concept

1. Definition of Simple Present

There are many definitions of simple present will be explained by the writer. In academic writing it is stated that “The simple present tense is the verb tense used to express an action that happens all the time or habits, and the facts”.⁴⁷ It can be seen that simple present tense is used to expressing fact and repeated events or habits.

⁴⁵ James E. Purpura, *Assesing Grammar*, (United Kingdom: Cambridge University Press, 2004), p. 6

⁴⁶ H. Douglas Brown, *principles of english language learning and teaching* (5th Ed) (New York: Pearson Education, 2007), p.362

⁴⁷ Slamet Riyanto, et.al. *A Handbook of English Grammar* (Yogyakarta : Pustaka Pelajar, 2007), p. 115

Meanwhile Azar says that “The simple present is something way true in the past, is true in the present, and will be true in the future, is use for general statement of fact.”⁴⁸ Akhlis and Sosiowati say that simple present tense explains an action that occurs in present time, in a simple form or an activity that is done regularly or a habitual activity, or an action which is not have relationship with time.⁴⁹ It show that simple present tense are the most common ways of expressing present time in English and describes things that are generally true, expressing fact and repeated events habits.

2. The Rules of Simple Present Tense

In simple present, there are many rules which the learners have to know on using verb with ‘es’ and ‘s’ form in third singular person as follow:

1. If the verbs that end in ‘e’ just add ‘s’, for example:

Write + s → writes

shine + s → shines

Hope + s → hopes

rise + s → rises

2. If the verb that end in one and two consonants just add ‘s’, for example:

Work + s → works

sing + s → sings

set + s → sets

help + s → helps

read + s → reads

speak + s → speaks

⁴⁸ Betty S. Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall, 1989), Second Edition, p.11

⁴⁹ Muhammad Akhlis and Yuli Sosiowati, *Peningkatan Kualitas Guru Bahasa Inggris di Sekolah Dasar* (Jurnal Universitas Petra. Edisi September 2000 Jakarta), p.2

3. If the verbs that end by the letters as follow; ch, s, sh, x, z just add 'es', for example:

| | |
|-----------------------|----------------------|
| Teach + es → teachers | go + es → goes |
| do + es → does | reach + es → reaches |
| wash + es → washes | kiss + es → kisses |

4. If the verbs that end by the letters 'y' and preceded by the consonant letter change 'y' to 'i' just add 'es', for example:

| | |
|----------------------|----------------------|
| Study + es → studies | reply + es → replies |
| Carry + es → Carries | fly + es → flies |

5. If the verbs that end by the letters 'y' and preceded by the vocal letter just add 's', for example:

| | |
|----------------|------------------|
| Say + s → says | Play + s → plays |
| Lay + s → lays | buy + s → buys |

6. If the simple present usually uses two adverbials; there are adverbial frequency and adverbial time.

a. Adverbial Frequency

The term of adverbial frequency is used to answer the question 'How often' as follow (always, usually, often, sometimes, never, seldom) are often used with the simple present tense to indicate frequency. For example:

(+) You seldom come late

(-) You don't seldom come late

(?) Do you seldom come late?

(?) Who seldom come late?

b. Adverbial Time

Adverbial time is time signal which is used for these adverbial to an answer the question 'When?' there are kinds of adverbial time which is often used the simple present as follow:

| | | |
|------------------|--------------|---------------------------|
| Every hour | Every year | in the morning |
| twice a week | Every minute | Every week |
| In the afternoon | once a month | Every Morning |
| Every day | at night | twice a month |
| Every afternoon | Every month | once a year ⁵⁰ |

3. The Patterns of Simple Present Tense

Simple present sentence divided into three patterns sentence, there are the pattern of positive (affirmative) sentence, negative sentence, and interrogative sentence which consists two question sentences there are yes/no question and WH question.

1. The patterns of positive sentences

a. For subject I, You, We, and They

Subject + V1 + Object/complement

Subject + (am, are) + Object/complement

⁵⁰ Rudi Hartono & Andrew Mc. Cathy,...p. 415-416

Example:

They work hard every day.

They are an employer.

You study hard every day.

You are a clever.

b. For subject He, She, and It

Subject + V+es/s + Object/complement

Subject + (is) + Object/complement

Example:

She works very hard every day.

He is an employer.

She studies hard every day.

She is a student.

2. The patterns of negative sentences

a. For subject I, You, We, and They

Subject + do not/don't + Object/complement

Subject + (am, are) not + Object/complement

Example:

They don't work hard every day.

They are not an employer.

You don't study hard every day.

You are not a clever.

b. For subject He, She, and It

Subject + does not/doesn't + V+ Object/complement

Subject + (is) not + Object/complement

Example:

She doesn't work very hard every day.

He is not an employer.

She doesn't study hard every day.

She is not a student.

3. The patterns of interrogative sentences

a. Yes/No Question

1) For subject I, We, You, and They

Do + Subject + V + Object/complement ?
(am, are) + Subject + Object/complement ?

Example:

Do they work hard every day?

Are they an employer?

Do you study hard every day?

Are you a clever?

2) For subject He, She, and It

Does + Subject + V + Object/complement ?
Is + Subject + Object/complement ?

Example:

Does he work hard every day?

Is he an employer?

Does she study hard every day?

Is she a student?

b. WH Question

1. For subject I, We, You, and They

WH + do + Subject + V + Object/complement ?
WH + (am, are) + Subject + Object/complement ?

Example:

Who do work hard every day? Who are they?
 Who do study hard every day? Why are you clever?

2. For subject He, She, and It

WH + Does + Subject + V + Object/complement ?

WH + Is + Subject + Object/complement ?

Example:

Why does he work hard every day?

Who is he an employer?

Who does she study hard every day?

4. The Function of Simple Present Tense

According Nelson, Simple Present Tense has some functions. They are:

a. The simple present tense is used to denote truths:

1. Habitual truths : He smokes 40 cigarettes a day.
2. Eternal and unvarying truths: The koran says.....
3. Recurrent truths : The sun rises in the east.
4. Permanent human truths : I like sweets. I live here.
5. General truths : English people drink a lot of tea.
6. Mathematical and scientific truths : Two and two make four.
7. Internal truths : verb of thinking, knowing, wishing etc;
 expressing a mental state : I think he's very nice. I know it's here.

b. The simple present tense is used for giving instructions, directions, or demonstration, often with the impersonal you. You beat the eggs, and then you add the flour. Nowadays many demonstrations, especially on TV use the more conversational form; I beat the eggs and then I add the flour.

c. The simple present tense is often used as a narrative device, for dramatic effect in certain situations.

1. In commentaries, especially those about activities where the action is swift, e.g. football: He passes the ball to Clark, he swerves, aims and scores.

2. In headlines and captions. For example, "Reagan meets Gorbachev."

3. In very informal spoken narrative. For example, "This man goes into a restaurant and he says, "Do you serve frogs?" The waiter says, "Yes", so he says, Right, I'll have a coffee for myself and some flies for my frog."

d. The simple present tense is used in describing feelings and senses, especially sudden ones, over which the speaker has no control. For example, *I feel sick*.

e. With a future time marker the tense gives a timetable future; usually for schedules (especially transport); *My bus leaves at three.*

f. After when, to form a time clause. This usually occurs with:

1. The main verb in the present e.g. *I catch a bus when it rains. When you heat ice, it melts.* This creates the general condition expressing habitual, general or eternal rules. *When* in such sentences can be replaced by either *if* or *whenever* without changing the meaning.
2. The main verb in the future. Most commonly the verb is in the *will* future. *When I get home. I'll make tea.* In this usage the *when* clause has a future time reference.⁵¹

F. Report Text Concept

1. Definition of Report Text

According to Linda, Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.⁵² The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

⁵¹ Gerald Nelson, *An Essential English*, (London : Pearson Education Limited, 1992), p.18

⁵² Linda, et.al, *Making Sense of Functional Grammar* (Australia : Geed, 1995) p. 196

According to Gerot and Wignell, the social function of report is to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.⁵³ Social purpose of report text is to give factual information a specific subject.⁵⁴ While, according to Hyland social purpose of report text is to present factual information, usually by classifying things and then describing their characteristic.⁵⁵

2. Generic Structure and Language Features of Report Text

Gerot and Wignell defined the steps of constructing information report the text structure/generic structure of information report and the language feature used in information report is as follow:

a. Generic Structure.

1) General Classification

Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general..

2) Description

Describing the thing which will be discussed in detail; part per part, customs or deed for living creature and usage for materials.⁵⁶

b. Language features

⁵³ Gerot and Wignell, *Making Sense of Functional Grammar* (Sidney : AEE, 1994), p. 196-197

⁵⁴ Linawati Setiadi, et.al, *Seri Pendalaman Materi* (Esis : Erlangga, 2012), p. 36

⁵⁵ Hyland, *Teaching and Researching Writing* (London : Pearson Education Limited, 2002), p. 63

⁵⁶ Gerot and Wignell, *Making Sense of Functional Grammar* (Sidney : AEE, 1994), p. 194

- a. Use timeless present tense
- b. Introducing group or general aspect
- c. Using conditional logical connection; when, so,
- d. No temporal sequence.
- e. Using of Relational Processes.⁵⁷

3. The Example of Report Text

Cat

Cat is one of carnivore animals, it is vertebrate animal and takes a place in the class of mammals. In scientist name, cat also called *Felis catus*. Cat can viviparous and can birth 2-5 in young in once birth process. Cats can be refers to the tiger, lion cheetah, and leopard.

Cat is cute and friendly animal. But even like that it can be nimble when facing its prey. It has soft fur and various colors like white, yellowish, dark black, and black white spot. The kitty can be 15 cm and the female/male can be 30 cm. It has small head, moustache, and tail complete its cute body. People believe that cat has 7-9 soul. This flat nose can be a keeper of a house.⁵⁸

⁵⁷ *Ibid*, p. 196-197

⁵⁸ Richa Firdaus and Sunaryo, "Teaching Writing Report Text Throught Students' Field Experience at Junior High School". Faculty of Languages and Arts State University of Padang, Journal of English Language Teaching, Vol. 1 No.2, Maret 2013, p. 503

From the example above, first paragraph is called general classification, it contains with general statement which introduces the topic which is cats. The second paragraph is called description. It is completed with supporting information about facts, parts, qualities, habits and behaviors of the cats.⁵⁹



⁵⁹ *Ibid*, p.504

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research used qualitative research. As Bogdan and Biklen state that qualitative is descriptive that data collected take the form of words or pictures rather than a numbers.⁶⁰ So that the writer presents the data collected in words rather than numbers. According to Catherine, qualitative research is an approach to the study of social phenomena; had a various genre which was naturalistic and interpretative, and they drew on multiple methods of inquiry.⁶¹ Cohen also explains that there are some purposes in qualitative research, they were describing and reporting the creation of key concepts, theory generation and testing.⁶²

According to Sugiyono, qualitative research is natural. This research also could be called as descriptive qualitative research.⁶³ As Arikunto explains that descriptive research has no hypothesis, but only describes some variable and condition naturally.⁶⁴

⁶⁰ Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education an Introduction to Theories and Methods*, (Boston: Pearson, 2007), p. 5

⁶¹ Catherine, *Designing Qualitative Research 3rd ed.* (United States of America: Sage, 1999), p.2-3

⁶² Louis Cohen, *Research Methods in Education. Sixth ed.* (USA and Canada: Routledge, 2007), p.168

⁶³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D.* (Bandung: Alfabeta, 2008), p.8

⁶⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Bina Aksara, 2007), p.234

According to the theory, by the qualitative research, this research focused on students' error in using simple present tense in writing report text in eleventh grade of SMA Negeri 4 pagaralam.

B. Subject of The Reserach

The subject of the research was the students of eleventh grade at second semester in academic year 2018/2019 of SMA Negeri 4 Pagaralam. There were nine classes of the eleventh grades' students of SMA Negeri 4 Pagaralam, there were 5 classes for MIPA, 4 classes were IPS and which consists of 237 students. The following table was the number of the students of nine classes:

Table 1
The Number of the Students

| NO | Class | The Number of the Students |
|--------------|-----------|----------------------------|
| 1 | XI MIPA 1 | 25 |
| 2 | XI MIPA 2 | 27 |
| 3 | XI MIPA 3 | 26 |
| 4 | XI MIPA 4 | 26 |
| 5 | XI MIPA 5 | 28 |
| 6 | XI IPS 1 | 27 |
| 7 | XI IPS 2 | 27 |
| 8 | XI IPS 3 | 25 |
| 9 | XI IPS 4 | 26 |
| Total | | 237 |

From the data above, we could see the number of the students of nine classes in eleventh grade of SMA Negeri 4 Pagaralam. Each class had different the number of the students. Researcher chose XI MIPA 5 as the subject of the research.

C. Sampling Technique

According to Arikunto, sample is a part or representative of the research population.⁶⁵ Then, Sugiyono also defines sample as the part of the number and characteristic possessed by population.⁶⁶ Then, he also defines sampling as the technique to take the sample.⁶⁷ It means that sampling is the way to select the sample of research.

This research used purposive sampling technique to collect the data of the subject. According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who has specific knowledge about the topic being studied. The type of purposive sampling that a resercher may decide to use depends on the purpose of the study.⁶⁸ Palinkas states purposive sampling is a technique widely used in qualitative research for the identification and selection of

⁶⁵ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), p. 131

⁶⁶ Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D* (Bandung : Alfabeta, 2013), p. 118

⁶⁷ *Ibid*, p. 118

⁶⁸ Marguerite, et.al, *Methods in Educational Research: From Theory to Practice* (San Fransisco: Jassey-Bass, 2006), p. 152

information cases for the most effective use of limited resources.⁶⁹ This research used XI MIPA 5 as the subject of the research because the number of the students of XI MIPA 5 was 28 students and the number of the students more than other classes. Because of that, the resercher got more data from the students and could analyze many errors conducted by the students. Another reason was the students still confused about the rules of simple present tense and the students did not pay attention about the rules of simple present tense.

D. Data Collecting Technique

According to Sugiono, data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁷⁰ Collecting the data was the one of important thing to be conducted in the research. The researcher developed the instrument of the research involved documentation and interview to get the data from the subjects. In this research documentation was used to know the types of students error in using simple present tense in writing report text. The researcher took the documentation from the teacher and analyze the result of the students' work in writing report rext by using surface strategy taxonomy. The researcher also conducted interview to the students to know about the factors that causes the errors to occur.

⁶⁹ Lawrence A Palinkas, *Purposeful Sampling For Qualitative Data Collection and Analysis in Mixed Method Implementation Research* (New York: University of Southern California, 2013), p.2

⁷⁰ Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D* (Bandung : Alfabeta, 2013), p. 308

E. Research Instrument

This research used the instrument. The one of important things to keep the quality of the research result was research instrument. This research took the result of students' writing task from the teacher to be analyzed. The task was about writing report text.

F. Research Procedure

To conduct this research, the researcher used the procedures as follows:

1. The researcher asked permission to the headmaster of SMA Negeri 4 Pagaram to conduct the research.
2. Consulting to the english teacher at SMA Negeri 4 Pagaram.
3. Determining the subject of the research
In this study of the research, the researcher chose the eleventh grade students as the subject of the research and took the sample by using purposive sampling technique.
4. Taking the document. The researcher used the documentation method to gain data from document. Document is a record of past events. Document can be writing shaped, picture or monumental works from someone.⁷¹ In this research, the researcher used the data from the students' task in writing report text.
5. The researcher analyzed the errors of the students' task by using surface strategy taxonomy.

⁷¹ Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D* (Bandung : Alfabeta, 2013), p.329

6. The researcher reported the result of the data analysis to induce the research findings. In this step the researcher wrote all of the information of the research, and then concluded the result of the research.

G. Data Analysis

Data analysis is the process of systematically searching and arranging in the interview script, field notes, and other material that you accumulate to increase your own standing of them to enable you to present what you discovered with others.⁷² According to Miles and Huberman, there are three major phases of data analysis, data condensation, data display, conclusion drawing/verification. This following figure illustrates the component of data analysis by miles and huberman:

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.⁷³ In this case, the researcher selected the all the data in documentation form. To find the errors, the researcher took the students task in writing report text from the teacher. The researcher used the following steps, first, underlining the error items, and the second signifying them using certain codes. The codes used in this research were as follows:

⁷² *Ibid*, p. 306

⁷³ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysisi (third edition)* (London: Sage Publications, 2014), p.12

- 1) Omission errors
- 2) Addition errors
- 3) Misformation errors
- 4) Misordering errors

2. Data Display

Data display is has been done by Recount form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.⁷⁴ It can be said that the data have been described in the form of table, in order to be meaningful and be more easily understand.

3. Conclusion Drawing/Verification

After analyzing the data, the researcher made the conclusion about the students' errors in using simple present tense in writing report text. We could conclude that there were three steps in qualitative research for reporting the result. The first step was condensation that researcher summarizes the data, select the key points and focuses on the things that are important. The second step was data display which has been described in the form of data table in order to be meaningful and be more easily understand. The last step was conclusion

⁷⁴ Sugiyono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, and R&D* (Bandung : Alfabeta, 2013), p.341

drawing/Verification that the researcher concluded the data after analyzing it.

H. Trustworthiness The Data

This research used qualitative research, so the data of the research should serve in real. This reserach used triangulation. According to Setiyadi, triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the reserach.⁷⁵ This research used source triangulation. Source triangulation is used to test the credibility of the data by checking the data that has been obtained through several sources.⁷⁶ It is conducted by consulting with experts. It mean that the results of this research either in the form of data or conclusions was checked by other experts and done by holding a discussion or involving some experts who had sufficient knowledge. In this research the data has been checked by the researcher herself, advisor, co-advisor, and Mr. Sayid as one of English's lecturer in Raden Intan State Islamic University.

⁷⁵ Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif Dan Kualitatif* (Yogyakarta : Graha Ilmu, 2006), p. 246

⁷⁶ Sugiyono, *Metode Penelitian Kualitatif edisi ke 3* (Bandung: Alfabeta, 2008), p.191

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The researcher used the documentation from the teacher to get the data. The data was about students writing report text in using simple present tense. This research has been conducted in SMA Negeri 4 Pagaralam South Sumatra. There were nine classes of the eleventh grade' students of SMA Negeri 4 Pagaralam, there were 5 classes for MIPA, 4 classes were IPS and which consisted of 237 students. The researcher chose XI MIPA 5 as the subject of the research. The data were analysed based on Surface Strategy Taxonomy.

The number of the students in XI MIPA 5 were 28. The students made a writing about report text (objects, animals and natural events). The incorrect forms in students' writing regarded as error. After checking the students' result of writing report text, it was found that there were 27 items of omission errors, 4 items of addition errors, 31 items of misinformation errors, and 4 items of misordering errors.

According to Dulay, based on the surface strategy taxonomy, the kinds of errors are classified into four main catagories, namely: omission errors, addition errors, misinformation errors, and misordering errors.

B. Result of Data Analysis

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. The following data presents the errors committed by the students.

Table 2
The Classification of Error

| Code | Utterance | Error Identification | | | |
|------|---|----------------------|----|-----|-----|
| | | OE | AE | MFE | MOE |
| S.1 | Apple <u>are</u> one of fruit that... | | | √ | |
| | Apple <u>have</u> green and red color. | | | √ | |
| | Apple's tree <u>have</u> a height ranging... | | | √ | |
| | Apple <u>have</u> white flowers with 5 to... | | | √ | |
| | Apple <u>contain</u> vitamin C which ... | √ | | | |
| | Apple <u>are</u> rich with colories ... | | | √ | |
| S.2 | House <u>is usually has</u> simple | | √ | | |
| | Every houses <u>has</u> some large... | | | √ | |
| S.3 | Dog usually <u>eat</u> bones. | √ | | | |
| | Dog usually <u>have</u> color of <u>fure</u> ... | | √ | √ | |
| S.4 | There are the <u>place</u> of destination... | √ | | | |
| | Development __. palembang city now __. very quick | √ | | | |
| | In palembang __ already LRT ... | √ | | | |
| | The most popular <u>food</u> in Palembang are pempek, and tekwan. | √ | | | |
| S.5 | Flood <u>happen</u> in the period of time... | √ | | | |
| | Flood <u>happen</u> suddenly and ... | √ | | | |
| | When flood <u>happen</u> in one place ... | √ | | | |
| | It __ dangerous | √ | | | |
| S.6 | There <u>are</u> a different ... | | | √ | |

| | | | | | |
|------|--|---|---|---|---|
| | The price of laptop <u>are</u> also... | | | √ | |
| | We can <u>brings</u> the laptop ... | | | √ | |
| | The laptop <u>easy is</u> to ... | | | | √ |
| S.7 | Cow usually ___ <u>use</u> for plowing the fields by farmers. | √ | | √ | |
| | Cow ___ <u>keep</u> mainly to utilize the milk and meat. | √ | | √ | |
| S.8 | Birds <u>is</u> one of animals... | | | √ | |
| | Birds also <u>have</u> many... | | | √ | |
| | Bird <u>have</u> 2 <u>foot</u> and 2 <u>wing</u> . | √ | | √ | |
| S.9 | Many <u>tourist</u> arrive to pagaralam... | √ | | | |
| | Many very spot a <u>tour</u> in Pagaralam <u>one of is</u> Dempo park, tea garden.... | √ | √ | √ | |
| | The most popular <u>food</u> in Pagaralam are Kelicok, ikan pepes... | √ | | | |
| S.10 | Elephant <u>are</u> one of <u>them</u> animal... | | √ | √ | |
| | Elephant <u>killed</u> for take... | | | √ | |
| | Elephant also <u>have</u> in zoo. | | | √ | |
| | Elephant <u>have</u> heavy body. | | | √ | |
| | Elephant also <u>have</u> flatter is long. | | | √ | √ |
| | Elephant ___ so big... | √ | | | |
| | Elephant <u>eat</u> gresses. | √ | | | |
| S.11 | It is a fish <u>is</u> cooked in gravy and... | | √ | | |
| S.12 | Belitung <u>are</u> one of <u>them</u> city ... | | √ | √ | |
| | There are some <u>cultural</u> in ... | √ | | | |
| | Bangka Belitung ____ familiar with many <u>crocodile</u> . | √ | | | |
| | The most popular <u>food</u> in Bangka Belitung are otak-otak, calok, and bakwan kuah. | √ | | | |
| | Bangka Belitung <u>have</u> many <u>river</u> . | √ | | √ | |
| S.13 | Fish is <u>animals</u> are <u>pet</u> most of people... | | √ | | √ |
| | Fish usually <u>eat</u> moss or ... | √ | | | |
| | There are many <u>kind</u> ... | √ | | | |
| | Fish <u>have</u> many colors.... | | | √ | |
| S.14 | Butterfly is a <u>animals</u> and ... | | √ | | |
| | Butterfly is <u>have</u> bloomer. | | | √ | |
| | butterfly <u>have</u> many <u>color</u> | √ | | √ | |

| | | | | | |
|------|--|---|---|---|---|
| | Butterfly lifepans __ 2 years. | √ | | | |
| S.15 | There are many <u>cultural</u> in Palembang. | √ | | | |
| | Palembang <u>become</u> located to ... | √ | | | |
| | Palembang city <u>have</u> many <u>destination</u> ... | √ | | √ | |
| | There are many <u>other</u> . | √ | | | |
| S.16 | Buffallo <u>are</u> one of ... | | | √ | |
| | Buffallo can <u>to</u> eat for ... | | √ | | |
| S.17 | Rabbit usually <u>eat</u> carrot and ... | √ | | | |
| | Rabbit usually <u>have</u> color of <u>fure</u> ... | | √ | √ | |
| S.18 | Cat usually <u>eat</u> bones and fish... | √ | | | |
| | Cats also have <u>there are</u> many <u>fure</u> ... | | √ | | |
| | Cats also __ smart ... | √ | | | |
| S.19 | Dog usually <u>eat</u> fish and bones... | √ | | | |
| S.20 | Tiger is one of <u>animals</u> from sumatera ... | | √ | | |
| | Tiger __ <u>animals extremely</u> . | √ | √ | | √ |
| | Tiger <u>have</u> heavy body ... | | | √ | |
| | Maybe __ 1,130 kg for male and female __ 920 kg. | √ | | | |
| S.21 | Dog usually <u>eat</u> chicken and fish. | √ | | | |
| S.22 | Rabbits __ also one of cattle ... | √ | | | |
| | Food <u>favorite rabbits are</u> carrot. | | | √ | √ |
| | Rabbits have <u>2 tooth</u> long and <u>2 ear</u> long. | √ | | √ | |
| | Cause __ are cute... | √ | | | |
| | 2 species <u>is</u> female and male. | | | √ | |
| | Children like <u>a</u> rabbits... | | √ | | |
| | Rabbits have <u>a colour</u> white, grey, black and cream. | √ | √ | | |
| S.23 | Fish _ a familiar animal. | √ | | | |
| S.24 | Dolls <u>have there are</u> many colors... | | √ | | |
| | There are many <u>doll</u> , such as... | √ | | | |
| S.25 | There are many positive <u>impact</u> ... | √ | | | |
| | There are many negative <u>impact</u> . | √ | | | |
| | There are <u>place destination</u> , <u>food</u> and cultural. | √ | | | √ |
| S.26 | Cat <u>are</u> one of cattle ... | | | √ | |
| S.27 | School is a <u>placed</u> for study. | | √ | | |
| | There are many <u>school</u> . | √ | | | |
| | School also <u>have 2 kind</u> , such as | √ | | √ | |

| | | | | | |
|------|--|---|--|---|--|
| | School <u>have</u> many <u>teacher</u> and many <u>student</u> ... | √ | | √ | |
| | School also <u>have</u> in japan and ... | | | √ | |
| | School <u>have</u> flowers. | | | √ | |
| S.28 | This school _very good in... | √ | | | |
| | In school, the teacher __. ____ very kind. | √ | | | |
| | The area _always clean... | √ | | | |

2. Data Display

Data display is has been done by Recount form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood. The following tables were the data of the students that the researcher had reduced from data condensation based on the researcher's analysis focus.

1) The Data of Students's Omission Error

The error is categorized by the absence of an item that must appear in a well formed utterance. In this research, the researcher found 27 items of omission errors. The following data presented the omission errors committed by the students.

Table 3
The Students' Omission Errors

| No | Students' Errors | Explanation | Correction |
|----|---|-----------------------------|--|
| 1. | Flood <u>happen</u> in the period of time, | Omission of “-s after verb” | Flood <u>happens</u> in the period of time, |
| 2. | Flood <u>happen</u> suddenly and | Omission of “-s after verb” | Flood <u>happens</u> suddenly and |
| 3. | When flood <u>happen</u> in | Omission of “-s after verb” | When flood <u>happens</u> in |

| | | | |
|-----|---|--|--|
| | one place. | | one place. |
| 4. | It ____ dangerous | Omission of “to be” (Singular Subject). | It <u>is</u> dangerous |
| 5. | Apple <u>contain</u> vitamin C which | Omission of “-s after verb” | Apple <u>contains</u> vitamin C which |
| 6. | This school _ very good in | Omission of “to be” (Singular Subject). | This school <u>is</u> very good in |
| 7. | In school, the teacher very kind. | Omission of “to be” (Singular Subject). | In school, the teacher <u>is</u> very kind. |
| 8. | The area _ always clean | Omission of “to be” (Singular Subject). | The area <u>is</u> always clean |
| 9. | Elephant <u>eat</u> grasses. | Omission of “-s after verb” | Elephant <u>eats</u> grasses. |
| 10. | Elephant ____ so big | Omission of “to be” (Singular Subject). | Elephant <u>is</u> so big. |
| 11. | Fish usually <u>eat</u> moss or.... | Omission of “-s after verb” | Fish usually <u>eats</u> moss or.... |
| 12. | Dog usually <u>eat</u> bones. | Omission of “-s after verb” | Dog usually <u>eats</u> bones. |
| 13. | Cat usually <u>eat</u> bones and fish. | Omission of “-s after verb” | Cat usually <u>eats</u> bones and fish. |
| 14. | Cats also ____ smart. | Omission of “to be” (Plural Subject) | Cats also <u>are</u> smart. |
| 15. | Rabbit usually <u>eat</u> carrot and | Omission of “-s after verb” | Rabbit usually <u>eats</u> carrot and |
| 16. | Tiger _ animals extremely, | Omission of “to be” (Singular Subject) | Tiger <u>is</u> extremely animal, |
| 17. | Maybe ____ 1.130 kg for male | Omission of “subject and to be ” | Maybe <u>it is</u> 1.130 kg for male |
| 18. | Female ____ 920 kg. | Omission of “to be” (Singular Subject) | Female <u>is</u> 920 kg. |
| 19. | Dog usually <u>eat</u> bones and fish. | Omission of “-s after verb” | Dog usually <u>eats</u> bones and fish |
| 20. | Bangka belitung ____ familiar with | Omission of “to be” (Singular Subject) | Bangka belitung <u>is</u> familiar with |
| 21. | Butterfly lifespans ____ 2 years. | Omission of “to be” (Singular Subject) | Butterfly lifespans <u>is</u> 2 years. |
| 22. | Development ____. | Omission of “ preposition | Development <u>of</u> |

| | | | |
|-----|--|---|---|
| | palembang city now ____ very quick | and to be” | palembang city now <u>is</u> very quick |
| 23. | Palembang ____ already LRT | Omission of “to be” (Singular Subject) | Palembang <u>is</u> already LRT |
| 24. | Palembang <u>become</u> located to sea games. | Omission of “-s after verb” | Palembang <u>becomes</u> located to sea games. |
| 25. | Rabbits ____ also one of cattle | Omission of “to be” (Plural Subject) | Rabbits <u>are</u> also one of cattle |
| 26. | Cause ____ are cute and | Omission of “subject” | Cause <u>they</u> are cute and |
| 27. | Fish ____ a familiar | Omission of “to be” (Singular Subject) | Fish <u>is</u> a familiar. |

2) The Data of Students’ Addition Error

The error is characterized by the presence of an item that must not appear in well-formed utterance. The researcher found 4 items of addition errors in this research. The following data presents the samples of errors committed by the students.

Table 4
The Students’ Addition Errors

| No | Students’ Error | Explanation | Correction |
|----|--|--|---------------------------------|
| 1. | Buffalo can <u>to</u> eat for | Addition (Simple Addition) of “preposition” | Buffalo can eat for |
| 2. | Fish is animals <u>are</u> pet | Addition (Double Marking) of “to be” | Fish is pet animal.... |
| 3. | Usually Fish <u>to</u> use gills | Addition (Simple Addition) of “preposition” | Usually Fish uses gill. |
| 4. | Elephant also <u>have trunk</u> <u>is long...</u> | Addition (Double Marking) of “to be” | Elephant also has long trunk |

3) The data of Students' Misformation Error

Misformation error is characterized by the use of wrong form of the morpheme or structure. In this research, the researcher found 31 items of misformation errors. The following data presents the samples of errors committed by the students.

Table 5
The Students' Misformation Errors

| No | Students' Error | Explanation | Correction |
|-----|---|---|--|
| 1. | Every houses <u>has</u> some large room, | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Every houses <u>have</u> some large room, |
| 2. | Apple <u>are</u> one of fruit that | Misformation (Alternating Forms) of " present form" | Apple <u>is</u> one of fruit that |
| 3. | Apples's tree <u>have</u> a height ... | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Apples's tree <u>has</u> a height ... |
| 4. | Apple <u>have</u> white flowers ... | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Apple <u>has</u> white flowers ... |
| 5. | Apple <u>are</u> rich with calories | Misformation (Alternating Forms) of " present form" | Apple <u>is</u> rich with calories |
| 6. | Elephant <u>are</u> one of the animal | Misformation (Alternating Forms) of " present form" | Elephant <u>is</u> one of the animal |
| 7. | Elephant <u>have</u> heavy body ... | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Elephant <u>has</u> heavy body ... |
| 8. | Elephant also <u>have</u> long feeler | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Elephant also <u>has</u> long feeler |
| 9. | Fish also <u>have</u> many colors such as ... | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Fish also <u>has</u> many colors such as ... |
| 10. | Dog usually <u>have</u> color | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Dog usually <u>has</u> color |

| | | Agreement" | |
|-----|---|---|--|
| 11. | Rabbit usually <u>have</u> color ... | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Rabbit usually <u>has</u> color ... |
| 12. | There <u>are</u> a diferent between laptop and ... | Misformation (Alternating Forms) of "present form" | There <u>is</u> a diferent between laptop and ... |
| 13. | The price of laptop <u>are</u> also vary | Misformation (Alternating Forms) of "present form" | The price of laptop <u>is</u> also vary |
| 14. | We <u>can brings</u> the laptop anywhere ... | Misformation (Alternating Forms) of "present form" | We <u>can bring</u> the laptop anywhere ... |
| 15. | Tiger <u>have</u> heavy body. | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Tiger <u>has</u> heavy body. |
| 16. | Buffalo <u>are</u> one of them animal | Misformation (Alternating Forms) of "present form" | Buffalo <u>is</u> one of the animal |
| 17. | School <u>is a placed</u> for study. | Misformation (Alternating Forms) of "present form" | School <u>is a place</u> for study. |
| 18. | School <u>have</u> many classroom. | Misformation (Alternating Forms) of "Subject –Verb Agreement" | School <u>has</u> many classroom. |
| 19. | School also <u>have</u> 3 kind | Misformation (Alternating Forms) of "Subject –Verb Agreement" | School also <u>has</u> 3 kinds |
| 20. | School <u>have</u> many teachers and students | Misformation (Alternating Forms) of "Subject –Verb Agreement" | School <u>has</u> many teachers and <u>students</u> . |
| 21. | School also <u>have</u> in ... | Misformation (Alternating Forms) of "Subject –Verb Agreement" | School also <u>has</u> in ... |
| 22. | In the school <u>have</u> flowers. | Misformation (Alternating Forms) of "Subject –Verb Agreement" | In the school <u>has</u> flowers. |
| 23. | Butterfly <u>have</u> many color, ... | Misformation (Alternating Forms) of "Subject –Verb Agreement" | Butterfly <u>has</u> many colors, ... |
| 24. | Bangka Belitung <u>are</u> one | Misformation (Alternating | Bangka Belitung <u>is</u> one |

| | | | |
|-----|--|---|--|
| | of them city | Forms) of “present form” | of the city |
| 25. | Bangka Belitung <u>have</u> many river. | Misformation (Alternating Forms) of “Subject –Verb Agreement” | Bangka Belitung <u>has</u> many rivers. |
| 26. | Two species <u>is</u> female and male. | Misformation (Alternating Forms) of “present form” | Two species <u>are</u> female and male. |
| 27. | Birds <u>is</u> one of animals | Misformation (Alternating Forms) of “present form” | Birds <u>are</u> one of animals |
| 28. | Bird <u>have</u> 2 foot and 2 wing. | Misformation (Regularization Errors) of “noun” | Bird <u>has</u> 2 feet and 2 wings. |
| 29. | Cat <u>are</u> one of cattle | Misformation (Alternating Forms) of “present form” | Cat <u>is</u> one of cattle |
| 30. | Cat <u>have</u> long hair ... | Misformation (Alternating Forms) of “Subject –Verb Agreement” | Cat <u>has</u> long hair ... |
| 31. | Palembang city <u>have</u> many destination. | Misformation (Alternating Forms) of “Subject –Verb Agreement” | Palembang city <u>has</u> many destinations. |

4) The data of Students’ Misordering Error

Misformation error is categorized by the incorrect placement of a morpheme or a group of morpheme in an utterance. In this research, the researcher found 4 items of misordering errors. The following data presents the samples of errors committed by the students.

Table 6
The Students’ Misordering Errors

| No | Students’ Error | Explanation | Correction |
|----|---|---------------------------|--|
| 1. | The laptop <u>easy is</u> to wear and use. | Misordering of “tobe” | The laptop <u>is easy</u> to wear and use. |
| 2. | Fish <u>is animals are pet most of people</u> . | Misordering of “clause” | Fish <u>is pet animal</u> of most people. |
| 3. | Elaphant also <u>have trunk</u> | Misordering of “modifier” | Elephant also <u>has long</u> |

| | | | |
|----|---|--------------------------|---|
| | <u>is long</u> | | <u>trunk.</u> |
| 4. | <u>Food favorite rabbits</u> are carrot. | Misordering of “subject” | <u>Rabbit’s favorite food</u> is carrot. |

3. Conclusion Drawing/Verification

The errors are classified based on the surface strategy which consist of omission, addition, misformation, and misordering. After checking the students’ result of writing report text, it was found that there were 27 items of omission errors, 2 items of addition errors in double marking, 2 items of addition errors in simple addition and the total errors in addition errors were 4 errors, and then 30 items of misformation errors in alternating forms, 1 item in regularization errors and the total was 31 errors. And the last 4 items of misordering errors. The total number of students’ error was 66 errors.

C. Discussion

The errors were classified based on the surface strategy which consists of omission, addition, misformation, and misordering. From the data above, we could see the eleventh grade students of SMA Negeri 4 Pagaralam South Sumatra make some errors in their compositions. The total number of students’ error was 66. The distribution of those errors was presented in table below:

Table 6
The Total Number of Students' error

| No | Types of Error | Number of Errors |
|-------|-----------------------|------------------|
| 1. | Omission | 27 |
| 2. | Addition: | |
| | Double marking | 2 |
| | Simple addition | 2 |
| 3. | Misformation: | |
| | Alternating forms | 30 |
| | Regularization Errors | 1 |
| 4. | Misordering | 4 |
| Total | | 66 |

These errors were found in 28 students. From the tables above, was known that the most of the type of errors in making report text were omission and misformation.

In omission error, many students made a error in suffix -s / es after verb and to be. suffix -s / es after verb error was due to the omission of a certain linguistic item. It appeared in English verbs when we want to make a sentence using present tense and the subject as a singular noun and third singular person (he, she, it). It happened because the student was influenced by the structure of Indonesian sentences. The student did not care if subject of "she, he, it use -s / es" after verb. The subject "they, we, I, you do not -s/-es after verb. the students did not pay attention about the rules on simple present tense. The to be error occurred because the student did not master English grammatical structure yet, especially about to be.

The errors that made by the students in addition for example in " *Fish is animals are pet* " The error made by the student that he adds to be "are"

after “animals”. The to be should be eliminated from that sentence to be a well formed sentence. The revision of the sentence “*Fish is pet animal*”.

In misinformation error, many students made a error in Subject –Verb Agreement. The example of subject –Verb agreement error “*School have many teachers and students*”. Misinformation happened in this sentence because there was wrong form of subject-verb agreement. In the form of simple present tense the verb must be added by -s/-es in the last word of verb. But there was exception in part of verb, such as have. The changing of have was not haves, but has. This sentence use the singular noun subject ‘School’ so the correct verb in simple present tense not have but has. The correct sentence was “*School has many teachers and students*”.

The error that made by the students in misordering error for example, “*The laptop easy is to wear and use*”. Misordering happened in this sentence because of the word “easy” and to be “is”. The place of to be “is” was before the word “easy”. So that, the correct sentence was “*The laptop is easy to wear and use*”.

D. The Cause of Error

According to Richards, the causes of errors which are viewed from intralingual causes can be divided into four kinds. They are, over generalization, ignore of rule restriction, incomplete application of rule, and false concept hypothesized. The researcher found the data of the

causes the errors by interviewing the students and also checked the student's work.

1) Over Generalization

This error arises when the learner creates a deviant structure on the basis of the other structure in the target language. It generally involves the creation of one deviant structure in place of target structure. The type of this error is found in the sentence bellow:

“we can brings the laptop anywhere...”

The error happened because the student did not know the function the rule of simple present tense in this case. They should not put “s” after the verb in the sentence, The sentence became *“we can bring laptop anywhere...”*.

2) Ignorance of Rule Restriction

Ignorance of rule restriction is failure to observe the restriction of existing structure. That is the application of rules to context where they do not apply. These were the example of ignorance of the rule restriction:

“flood happen in period of time”

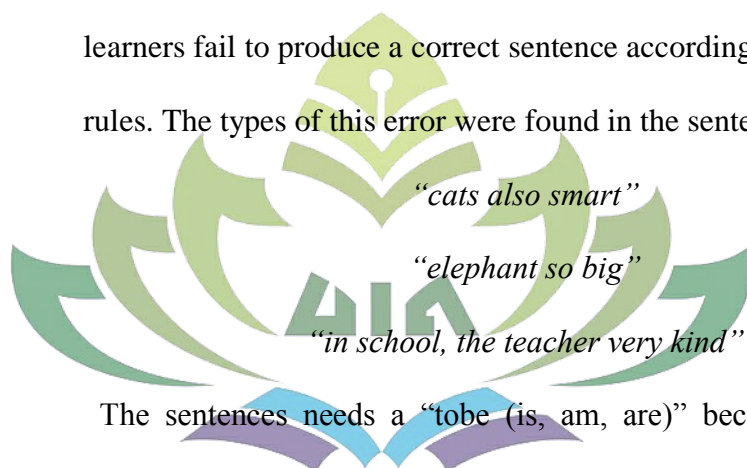
“Apple contain vitamin C”

The errors happened because the students did not know grammatical rule in English of simple present tense. The students did not tend to add “-s” in the word “happen and contain”. The form

of simple present tense is S + V1 + -S/ -ES + O. Whether suffix -S/ -ES is used based on the subject in a sentence. In this case, the subject “He, She, It and Singular Subject” must be added -S/-ES after verb. Therefore, the students fail to apply the rule of simple present tense.

3) Incomplete Application of Rules

This error involve a failure to fully develop a structure. The learners fail to produce a correct sentence according to the standard rules. The types of this error were found in the sentence bellow:



The sentences needs a “tobe (is, am, are)” because there is a compliment. But the students did not pay attention about the rules in simple present tense. So the students had to add “tobe (is, am, are)” based on the subject of the sentence.

4) False Concepts Hypothesized

False concept hypothesized means developmental errors which are derived from faulty comprehension of distinction in the target language. In other word, the learner fails to fully comprehend the target language. These were the example of false of concepts hypothesized:

“It concluded mammal animal”

The errors happened because the students did not know grammatical rule in English of simple present tense. In the examples the students used V2 in the sentences. The students did not add the suffix S/ES but they used V2. The students did not know the distinctive function of certain structures of the target language.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in the previous chapter, the researcher concluded the type of errors were usually made by the eleventh grade students at second semester of SMA Negeri 4 Pagaralam South Sumatra in academic year of 2018/2019 in using simple present tense in writing report text based on surface strategy taxonomy. They were omission, addition, misformation and misordering. The total number of errors committed by 28 students are 66 errors.

Moreover, from 68 errors of using simple present tense in writing report text were 27 items of omission error, 4 items were addition error, 31 were misformation error and misordering were 4 items error. Therefore omission and misformation errors were the highest score that made by the students.

After analyzing each types of errors found in report text in students writing of the eleventh grade of SMA Negeri 4 Pagaralam, the researcher also found some causes of errors. It was Intralingual causes. Intralingual transfer occurred when students got difficulty learn the second language. There were four causes of errors in intralingual transfer that made by the students, namely; errors caused by overgeneralization, errors caused by

ignorance of rule restriction, errors caused by incomplete application of rules and errors caused by false concept hypothesized .

B. Suggestion

Based on the conclusion above, the researcher tries to give suggestions as follows:

1. For the English Teacher

After knowing the area which the students often make the errors in writing report text using simple present tense, the teacher should explain as clear as possible about simple present tense and the teacher should pay more attention to the writing teaching and learning process and also stress on the material in which difficult for students, so the students will not misunderstand and do not make some errors in using simple present tense. The teacher may use a new method in teaching learning process.

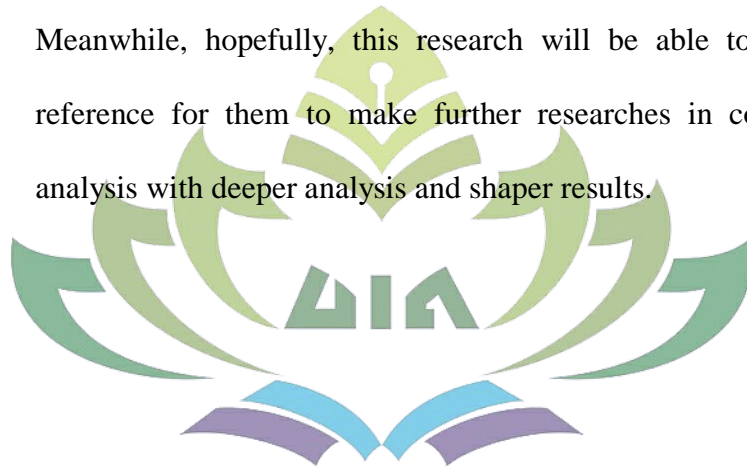
2. For the Students

Since there are still so many errors made by the students in the use of simple present tense in writing report text, the students should pay more attention to it. The students should learn harder and do exercises related to use simple present tense in writing report text. the students should more active in every particular material in learning English. Then, at the end of the lesson they may be able to increase their

understanding by asking the teacher if they still do not understand about the materials. The students should know about the errors that made by them because It is also important for them, so they will not make similar errors.

3. For other Researcher

Since this research is far from being perfect, it is hoped that the other researcher can discuss and analyzed the students' errors deeply. Meanwhile, hopefully, this research will be able to be a kind of reference for them to make further researches in concerning error analysis with deeper analysis and shaper results.



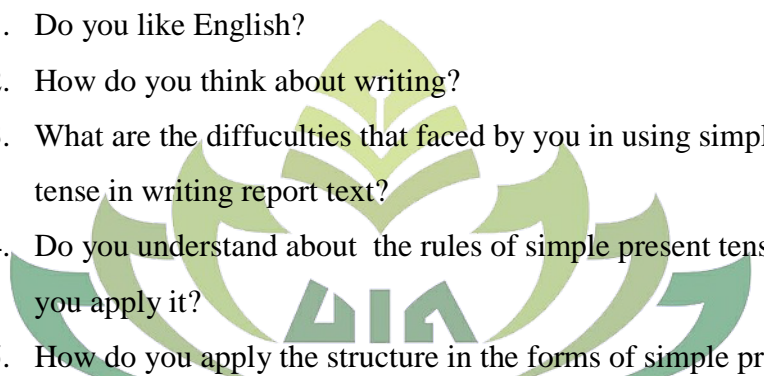
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Appendix 1

Interview Guideline for Students

1. Do you like English?
 2. How do you think about writing?
 3. What are the difficulties that faced by you in using simple present tense in writing report text?
 4. Do you understand about the rules of simple present tense? How do you apply it?
 5. How do you apply the structure in the forms of simple present tense?
- 

Appendix 2

Data of Sample (Sample of the Research) Class : XI MIPA 5

| No. | Name | Class | Description |
|-----|-------------------------|-----------|-------------|
| 1. | Andini Mutiara Putri | XI MIPA 5 | Female |
| 2. | Ayu Suriyani | XI MIPA 5 | Female |
| 3. | Agung Harun AR Rosyid | XI MIPA 5 | Male |
| 4. | Dela Septriani | XI MIPA 5 | Female |
| 5. | Fenny Fransiska | XI MIPA 5 | Female |
| 6. | Hana Dwi Kartika | XI MIPA 5 | Male |
| 7. | Hendra Wahyudi | XI MIPA 5 | Male |
| 8. | Ken Steven | XI MIPA 5 | Male |
| 9. | Ledya Citra | XI MIPA 5 | Female |
| 10. | Liza Natalia | XI MIPA 5 | Female |
| 11. | M. Arrayan Prastiya | XI MIPA 5 | Male |
| 12. | M. Kahfi Ramadhan | XI MIPA 5 | Male |
| 13. | Marento Pratama | XI MIPA 5 | Male |
| 14. | Meantoro | XI MIPA 5 | Male |
| 15. | Mita Septianah | XI MIPA 5 | Female |
| 16. | Muhammad Ihsan | XI MIPA 5 | Male |
| 17. | Muhammad Taufik Hidayat | XI MIPA 5 | Male |
| 18. | Mutiara Fitriani | XI MIPA 5 | Female |
| 19. | Mutia Nandika | XI MIPA 5 | Female |
| 20. | Nadia Oktariza | XI MIPA 5 | Female |
| 21. | Oktaviana | XI MIPA 5 | Female |
| 22. | Riska Yolanda | XI MIPA 5 | Female |
| 23. | Sella Septiani | XI MIPA 5 | Female |
| 24. | Sintia Mita Sari | XI MIPA 5 | Female |
| 25. | Sindy Purnama Sari | XI MIPA 5 | Female |
| 26. | Yovanka Tiara Utamie | XI MIPA 5 | Female |
| 27. | Zykhairunnisa | XI MIPA 5 | Female |
| 28. | Khairunnisa Saputri | XI MIPA 5 | Female |

Appendix 3

Transcript of Interview with one of the Students

Interviewer : Juwita Dwi Utami

Interviewee : Mita Septianah

Date of Interview : May 17th, 2019

Start Time of Interview : 10.15 a.m

End Time of Interview : 10. 45 a.m

Location of Interview : SMA Negeri 4 Pagaralam

Interview Topic : Simple Present Tense in Writing Report Text

Juwita : Assalamualaikum Warohmatullahi Wabarokatuh, good morning dek. How are you ?

Mita : Wa'alaikumussalam Warohmatullahi Wabarokatuh, good morning. I'm fine thank you. What about you miss?

Juwita : I'm very well miss, thank you. By the way, are you busy dek? Because I have some questions to you.

Mita : No miss, what is it about?

Juwita : it is about my research dek.

Mita : Ok please!

Juwita : okay we got to the first question. Do you like English?

- Mita : I like English because English is International Language, when I want to go another country, I can use English to communicate with the people there.
- Juwita : ohhh... okay and second question. How do you think about writing?
- Mita : writing is very nice for me, because I can get some vocabularies and I can write my imagination by writing. With writing I can check dictionary to find the new words.
- Juwita : Next Question. What are the difficulties that faced by you in using simple present tense in writing report text?
- Mita : I get difficult in the forms and the rules of Simple Present Tense. Sometimes I forget about the rules because so many rules that I have to remember and I can lose the forms of simple present tense in my mind.
- Juwita : Do you understand about the rules of simple present tense? How do you apply it?
- Mita : I understand about the rules, but sometimes I forget the rules. So when I want to apply the rules in writing, I have to check it first the rules.
- Juwita : How do you apply the structure in the forms of simple present tense?
- Mita : Before I apply the structure in forms of simple present tense, I check first the the structure and forms before I start to write sentence or paragraph. After that, I follow the structure.
- Juwita : okay from our interview today we can conclude that, you like English, because you can use English when you want to go another country. And sometimes you forget about the rules of

simple present tense because so many rules that you have followed. And you like writing because you can share your feeling. And then, before you write you always check the structure and the forms of simple present tense.

Mita : Yes miss...

Juwita :okay dek, I think that is all about our interview today. Thank you very much for your time.

Mita : you are welcome miss...

Juwita : Wassalamualikum Warohmatullahi Wabarokatuh..

Mita : Wa'alaikumussalam Warohmatullahi Wabarokatuh..



Appendix 4

The Result of Interview for the Students

| No. | Questions | Answer |
|-----|---|---|
| 1. | Do you like English? | Many students like English because, they think English is very important when they want to go to another country, because English is International Language. But there are some students do not like English, because they think English is so difficult to understand, there many vocabularies, forms, and rules to remember, they get difficult to pronounce the words. |
| 2. | How do you think about writing? | Some students think writing is very nice, because they can share their feeling in write and making the imagination, but there are students think writing is very hard, because they must have so many vocabularies and they have to master in grammar. |
| 3. | What are the diffuculties that faced by you in using simple present tense in writing report text? | Some students forget about the rules of simple present tense, because they think that the rules is difficult to understand and remember and they also get difficult to remember the forms of simple paresent tense. Some students did not get difficult when using simple present. |
| 4. | Do you understand about the rules of simple present tense? How do you apply it? | Many students do not understand about te rules of simple present tense because they think so many rules that they have to remember, so they are difficult to apply it in the sentence or paragraph. |
| 5. | How do you apply the structure in the forms of simple present tense? | Before the students write the sentence or paragraph, the students check the structure in forms of simple present tense, after that they follow it. |



APPENDICES